

## THE 8 PARTS OF SPEECH: A BASIC REVIEW

Every word in a sentence has a job, or function, and these jobs that the words do are called **parts-of-speech**. There are eight different parts and many words in the English language can work as more than one part-of-speech. Looking carefully at what job the word is doing in a sentence is how you can determine its part-of-speech.

### NOUNS

person, place, thing, or idea

types: common, proper, abstract, concrete, collective

examples: America, student, freedom

### VERBS

show action or state of being

types: action, helping, linking

examples: sing, run, think, is, are, was, am

### PRONOUNS

word that replaces a noun

types: personal, indefinite, relative, reflexive, possessive

examples: he, us, it, they, myself, someone, any

### ADJECTIVES

add detail to nouns

Answer these ?s:

What kind? Which one? How many? How much?

types: comparative, superlative, proper, possessive, demonstrative, interrogative, indefinite, compound, article\*

examples: sparkly, blue, happy

\*there are only 3 words that work as articles:  
the, a, an

### ADVERBS

add detail to verbs, adjectives, and other adverbs

Answer these ?s:

Where? When? In what way? To what extent?

types: regular and conjunctive

examples: hardly, very, too, there, outside, often

### PREPOSITIONS

show relation or position of one thing to another thing

\* *usually go before a noun or pronoun*

about, above, across, after, against, along, among, around, at, as, ahead of, before, behind, below, beneath, between, beyond, by, despite, down, during, except, for, from, in, in addition to, in case of, inside, into, next, of, off, on, out, outside, over, past, since, through, to, toward, until, under, underneath, up, upon, through, with, within, without

### INTERJECTIONS

expresses strong emotion and is independent of the rest of sentence

examples: Wow, Oh, Hey, Ouch, Uh

# ***CONJUNCTIONS***

connect words, phrases, and clauses

types: coordinating, correlative, subordinating, conjunctive

## **coordinating conjunctions: (FANBOYS)**

for	and	nor	but	or	yet	so
-----	-----	-----	-----	----	-----	----

**correlative conjunctions**: pairs  
of words that connect similar  
words or groups of words

both...and
either...or
neither...nor
not only...but also
whether...or

**conjunctive adverbs**: used to connect ideas,  
often used as transitions

accordingly	consequently	indeed	otherwise
again	finally	instead	then
also	furthermore	moreover	therefore
besides	however	nevertheless	thus

**subordinating conjunctions**: (AAAWWUBBIS are the 10 most commonly used)  
connect ideas by making one dependent on the other, dependent clauses begin with  
subordinating conjunctions (and relative pronouns)

**AAAWWUBBIS**

as
after
although
when
while
until
before
because
if
since

## Punctuation Rules

1.	<p><b><u>Use a comma before a coordinating conjunction</u></b>—FANBOYS (for, and, nor, but, or, yet, so)—only if complete sentences are before and after the conjunction.</p> <p><i>*Wrong: I went to the store, and bought a pencil. *Right: I went to the store, and I bought a pencil.</i></p>
2.	<p><b><u>Place a comma after a sentence-beginning phrase</u></b>, such as if it starts with since, if, when, after, or once. Do not use a comma if the dependent clause comes in the middle or at the end of the sentence.</p> <p><i>*Right: If you finish that, you can play outside. *Right: You can go outside if you finish that.</i></p>
3.	<p><b><u>Avoid sentence fragments</u></b>. Make sure your sentence contains both a subject (person/object performing an action) and a predicate (action).</p> <p><i>*Wrong: Walked along the street. *Right: He walked along the street.</i></p>
4.	<p><b><u>Avoid run-on sentences</u></b>. Make sure your sentence contains only one set of subject and predicate together. Separate them with a comma and a conjunction (see rule 1), a semicolon (see rule 5), or a period.</p> <p><i>*Wrong: I ran down the street the dog chased me.</i></p> <p><i>*Right: I ran down the street, and the dog chased me. I ran down the street; the dog chased me.</i></p>
5.	<p><b><u>Avoid comma splices</u></b>. Commas by themselves cannot combine two sentences. Combine with a comma and a conjunction (see rule 1), a semicolon (see rule 5), or a period.</p> <p><i>*Wrong: I ran down the street, however the dog chased me.</i></p> <p><i>*Right: I ran down the street, and the dog chased me. I ran down the street; however, the dog chased me.</i></p>
6.	<p><b><u>A semicolon (;) equals a comma and conjunction</u></b>. Use the semicolon only between two sentences (both must have a subject and a predicate) if they are closely related.</p> <p><i>*Wrong: He fell asleep in class; two hours of sleep last night.</i></p> <p><i>*Right: He fell asleep in class; he had two hours of sleep last night.</i></p>
7.	<p><b><u>Use a colon (:) to show a list of items</u></b>. Do not separate a verb from its object.</p> <p><i>*Wrong: Willy Wonka likes: chocolate, good children, and invisible elevators.</i></p> <p><i>*Right: Willy Wonka likes the following: chocolate, good children, and invisible elevators.</i></p>
8.	<p><b><u>Use a colon (:) between two sentence clauses</u></b>. Use a colon when a second, closely related sentence explains or gives details about the first one.</p> <p><i>*Wrong: I bought K-State tickets: then I went to see the campus.</i></p> <p><i>*Right: The crime scenario was familiar: the butler killed him in the library with a candlestick.</i></p> <p><i>*Right: The supervisor's remark was straight to the point: he won't tolerate late workers.</i></p>

9.	<p><b><u>Use a dash (2 hyphens) for colon usage, for parenthetical information, or for interruptive phrases.</u></b></p> <p><i>*(In place of a colon between two clauses) The new software has only one drawback—its price tag.</i></p> <p><i>*(In place of a comma for parenthetical info) The tiles come in every shape—squares, rectangles, hexagons, circles—and they can be cut to virtually any size.</i></p> <p><i>*(For interruptive phrases) Her brother—he’s an intern at MTV—wants to move to California.</i></p>
10.	<p><b><u>Use a hyphen to combine words as adjectives.</u></b></p> <p><i>*Right: She produced an ear-shattering scream.</i>      <i>*Right: This is a once-in-a-lifetime event.</i></p>
11.	<p><b><u>Use an apostrophe to show possession.</u></b></p> <ul style="list-style-type: none"> <li>• Add ‘s for singular nouns even if it ends in –s.      <i>*Right: Carol’s, boss’s, waitress’s</i></li> <li>• Add ‘s for plural nouns that do not end in –s.      <i>*Right: men’s, women’s, children’s</i></li> <li>• Add ‘ for plural nouns that do end in –s.      <i>*Right: apples’, oranges’, teachers’</i></li> </ul>
12.	<p><b><u>Don’t overuse the exclamation point.</u></b> Use exclamation points for emphasis. They lose their effectiveness when they are used after every other sentence.</p>
13.	<p><b><u>Parenthetical remarks (however relevant) are unnecessary.</u></b> Use commas around parenthetical material.</p> <p><i>*Wrong: That dog (the brown one) is sweet.</i>      <i>*Right: That dog, the brown one, is sweet.</i></p>
14.	<p><b><u>Underline book, magazine, newspaper, play, or art work titles.</u></b></p> <p><i>*Right: <u>National Geographic</u> once included pictures of the British liner <u>Titanic</u>.</i></p>
15.	<p><b><u>Use quotation marks for a short story, newspaper article, poem, or song title.</u></b></p> <p><i>*Right: Poe’s “The Fall of the House of Usher” is frightening.</i></p>
16.	<p><b><u>Correctly use quotations.</u></b></p> <ul style="list-style-type: none"> <li>• <u>Always</u> place periods inside quotations. <i>*Right: She said, “He is a nice man.”</i></li> <li>• <u>Usually</u> place commas, question marks, and exclamation marks inside quotation marks. <i>*Right: “He was nice,” John said, “But wasn’t he a thief?”</i></li> <li>• Place a question mark after the quotations if the quoted words aren’t asking the question. <i>*Right: Did the coach say, “We will win tonight”?</i></li> </ul>

# PUNCTUATION

<b>Exclamation Mark (!)</b>
<ul style="list-style-type: none"><li>• Interjection (Wow!)</li><li>• show <b>extreme</b> emotion</li><li>• be careful not to overuse as end punctuation in academic writing</li></ul>
<b>Period (.)</b>
<ul style="list-style-type: none"><li>• end mark for declarative and imperative sentences</li><li>• use to abbreviate longer words (<i>Ave., Dr., Blvd., Ft.</i>)</li><li>• use <b>inside</b> end quotation marks <b>when</b> the sentence is ending with the quote <i>Mrs. McGaughy said, "I love reading."</i></li></ul>
<b>Commas (,)</b>
<ul style="list-style-type: none"><li>• Compound sentence (<b><u>must</u></b> be used with a coordinating conjunction and must be placed <b><u>before</u></b> the conjunction)</li></ul>
<ul style="list-style-type: none"><li>• separate words or phrases in a series <i>dogs, cats, and guinea pigs</i></li></ul>
<ul style="list-style-type: none"><li>• use between two adjectives that can go in any order <i>This is the shortened, simplified form.</i></li><li>• <b>do not use</b> between adjectives that must go in certain order to make sense. <i>Some colorful birds perched on the roof.</i></li></ul>
<ul style="list-style-type: none"><li>• comma after <b>introductory</b> word, phrase, or dependent adverbial clause <i>Well, I don't want to go now.</i> <i>In the morning, I like to drink a Coke Zero while I am getting ready.</i> <i>Although I am pretty tall, the girl was much taller and towered over me.</i></li></ul>
<ul style="list-style-type: none"><li>• use to set off <b>parenthetical expressions</b> from the rest of the sentence <i>Please sit down, Brian.</i> <i>The suitcase, therefore, was rather heavy.</i> <i>He is not very helpful, in my opinion.</i> <i>The award should be yours, not his.</i></li></ul>
<ul style="list-style-type: none"><li>• Setting off appositives <i>Mrs. Clark, our wonderful English teacher, took our picture.</i></li></ul>
<ul style="list-style-type: none"><li>• use after parts of a geographical name (except when the part is ending the sentence.) <i>I went to Ft. Worth, Texas, over the weekend.</i></li></ul>

<ul style="list-style-type: none"> <li>• use in large numbers to separate every third digit <i>5,897,145</i></li> </ul>
<ul style="list-style-type: none"> <li>• use with addresses and in letters <i>Dear John,</i> <i>Yours truly,</i></li> </ul>
<ul style="list-style-type: none"> <li>• use before quotation marks at the end of a split quotation <i>"I think I want to go home," whispered Seth. "I feel sick."</i></li> </ul>
<ul style="list-style-type: none"> <li>• a simple quotation</li> <li>• <i>"Our class trip is Thursday," said Haley.</i></li> </ul>
<b>Semicolon (;)</b>
<ul style="list-style-type: none"> <li>• use to connect related independent clauses to form compound sentence <u>without</u> coordinating conjunctions <i>Travis enjoys baseball; his brother prefers hockey.</i></li> <li>• use to join independent clauses separated by either a conjunctive adverb or a transitional expression <i>We met Allison at the ticket booth; otherwise, we would never have found her in the dark theater.</i></li> </ul>
<b>Colon (:)</b>
<ul style="list-style-type: none"> <li>• Introduce items in a series <i>We will visit the following cities: Dallas, Ft. Worth, and San Antonio.</i></li> </ul>
<b>Hyphen (-)</b>
<ul style="list-style-type: none"> <li>• hyphen at the end of a line of text to continue to next line (at syllable)</li> <li>• in certain compound made up of nouns and prepositional phrases (mother-in-law)</li> </ul>
<b>Quotation Marks ("" )</b>
<ul style="list-style-type: none"> <li>• direct quotes spoken or thought by a person or character</li> <li>• articles in magazines and newspapers</li> <li>• chapters in books, short stories, songs, and poems</li> <li>• using italics or quotation marks to set off any quoted or emphasized word or short phrase <i>With a "now-or-never" look on his face, Mark marched into his boss's office.</i></li> </ul>
<b>Apostrophes (')</b>
<ul style="list-style-type: none"> <li>• plural possessives</li> <li>• contractions, including: <i>can't, I'm, don't, isn't, I'll, didn't, couldn't, wouldn't,</i></li> </ul>

<i>shouldn't, won't, there's, it's</i>
<b>Parentheses ( )</b>
<ul style="list-style-type: none"> <li>• use to enclose explanations that could be removed from the sentence without changing basic meaning</li> </ul>
<b>Ellipsis ( ... )</b>
<ul style="list-style-type: none"> <li>• Omission of words or paragraphs from a quotation</li> </ul>

## **End Punctuation**

### **Period . Question Mark ? Exclamation Mark !**

These are the only pieces of punctuation that are strong enough to end a sentence. All sentences must have one of these marks at the end. The sentence type will determine the specific punctuation.

- **Imperative** and **Declarative** sentences require a period.
- **Interrogative** sentences require a question mark.
- **Exclamatory** sentences require an exclamation point.

## **Joining & Combining Punctuation**

### **Comma , Semicolon ; Colon :**

There are pieces of punctuation that are used to **join** clauses, phrases, or just words. They **are not** strong enough to use as end punctuation.

- **commas**: when used with a coordinating conjunction (FANBOYS), a comma can join together two independent clauses to form a compound sentence.
- **semicolon**: can be used alone to join two independent clauses to form a compound sentence.
- **colon**: used to separate sentence from a list of similar items.

## Word Rules

A.	<p><b><u>Don't change the verb tense.</u></b> Keep the tense the same in the sentence, paragraph, and paper.</p> <p><i>*Wrong: I ate pizza and was drinking Pepsi.      *Right: I ate pizza and drank Pepsi.</i></p>
B.	<p><b><u>Use an active voice.</u></b> Use active verbs in your sentences. Make sure a subject is doing an action.</p> <p><i>*Wrong: The students will be tested next week. *Right: The teacher will test the students next week.</i></p>
C.	<p><b><u>Use parallelism.</u></b> Elements in a pair or series needs to be phrased in a grammatically equivalent form.</p> <p><i>*Wrong: The new software is inexpensive, user-friendly, and can be shipped to your office overnight.</i></p> <p><i>*Right: The new software is inexpensive, user-friendly, and easily shipped to your office overnight.</i></p> <p><i>*Wrong: Smoking causes lung cancer, heart disease, emphysema, and may complicate pregnancy.</i></p> <p><i>*Right: Smoking causes lung cancer, heart disease, and emphysema, and it may complicate pregnancy.</i></p>
D.	<p><b><u>Choose the right word.</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Their/There/They're.</u></b> <u>Their</u> shows ownership (Their car is fast). <u>There</u> means position (John sits there). <u>There is</u> a contraction for "they are" (They're going to the office).  <i>*Wrong: There going to find they're food.      *Right: They're going to find their food.</i></li> <li>• <b><u>Your/You're.</u></b> <u>Your</u> shows ownership (Your dog is mean). <u>You're</u> is a contraction for "you are" (You're really a nice person).  <i>*Wrong: Your a nice person.      *Right: You're a nice person.</i></li> <li>• <b><u>Its/ It's.</u></b> <u>Its</u> shows ownership. (I found its owner). <u>It's</u> is a contraction for "it is." (It's going to rain).  <i>*Wrong: The cat enjoyed it's food.      *Right: The cat enjoyed its food.</i></li> <li>• <b><u>Who/That/Which.</u></b> Use <u>who</u> for people and <u>that</u> or <u>which</u> for nonhumans.  <i>*Wrong: The boy that threw the chalk is Bob. *Right: The boy who threw the chalk is Bob.</i></li> <li>• <b><u>Well/Good.</u></b> Use <u>well</u> to describe actions and <u>good</u> to describe persons, places, or things.  <i>*Wrong: You listen very good.      *Right: You listen very well.</i></li> <li>• <b><u>Should've/Could've/Would've.</u></b> <u>Should've</u> is a contraction for "should have."  <i>*Wrong: I should of known better.      *Right: I should have known better.</i></li> </ul>
E.	<p><b><u>Avoid using thing.</u></b></p> <p><i>*Wrong: One thing I like is pizza.      *Right: One food I like is pizza.</i></p>



<b>F.</b>	<p><b><u>Avoid dangling participles, phrases, and appositives.</u></b> Place the beginning phrase close to its subject.</p> <p><i>*Wrong: With his nose close to the ground, I watched my dog sniff out rabbits.</i></p> <p><i>*Right: With his nose close to the ground, my dog sniffed out rabbits as I watched nearby.</i></p> <p><i>*Wrong: A loyal employee, her attendance record is exceptional.</i></p> <p><i>Right: A loyal employee, she has an exceptional attendance record.</i></p>
<b>G.</b>	<b><u>Don't leave out any words;</u></b> check to see if you any words out.
<b>H.</b>	<b><u>Don't abbrev.</u></b> Write out the full word.
<b>I.</b>	<p><b><u>Use subject-verb agreement.</u></b> Prepositional phrases can confuse this rule.</p> <p><i>*Wrong: The difficulties of the problem is too much for anyone.</i></p> <p><i>*Right: The difficulties of the problem are too much for anyone.</i></p>
<b>J.</b>	<p><b><u>Subject versus object pronouns.</u></b> Who/whom, he/him, she/her, and I/me can be confusing in some cases. Subject (who does the action) = who, he, she, and I. Object (action done to) = whom, him, her, and me.</p> <ul style="list-style-type: none"> <li>• She couldn't choose between David and <u>I/me</u>. (This is in a preposition; choose the object.)</li> <li>• You spoke to <u>who/whom</u> yesterday? (This is in a preposition; choose the object.)</li> <li>• <u>Who/whom</u> came by the house? (An easy trick for who/whom is to substitute he for who and him for whom: "Him came by the house" sounds very wrong. Use the subject here.)</li> </ul>
<b>K.</b>	<p><b><u>Don't use no double negatives.</u></b> Avoid using two negative words in a sentence—not, no, never—unless one of the words is separated from the rest.</p> <p><i>*Wrong: I do not want no vegetables.</i>                      <i>*Right: No, I do not want any vegetables.</i></p>
<b>L.</b>	<b><u>Don't be redundant.</u></b> To be redundant and repetitive is really unneeded and unnecessary.
<b>M.</b>	<p><b><u>Avoid using ambiguous pronouns</u></b> (pronouns that don't clearly refer to another noun).</p> <ul style="list-style-type: none"> <li>• Don't use <u>you/your</u> or <u>we/our</u>. <i>*Wrong: You need to improve.</i>      <i>*Right: Students need to improve.</i></li> <li>• Don't use <u>there is</u> or <u>there are</u>.  <i>*Wrong: There are many errors in John's paper.</i> <i>*Right: John's paper contains many errors.</i></li> </ul>

## Verb Tense Overview and Examples

Simple Present	Simple Past	Simple Future
I <u>play</u> tennis every day.	Two years ago, I <u>played</u> tennis in England.	If you want to play with me, I <u>will play</u> tennis.  I <u>am going to play</u> tennis next year.
Present Progressive	Past Progressive	Future Progressive
I <u>am playing</u> tennis now.	I <u>was playing</u> tennis when you called yesterday.	I <u>will be playing</u> tennis tomorrow.  I <u>am going to be playing</u> tennis tomorrow.
Present Perfect	Past Perfect	Future Perfect
I <u>have played</u> tennis in several different countries.	I <u>had played</u> tennis a little before I moved to the United States.	I <u>will have played</u> tennis for four hours if I play for another hour.
Present Perfect Progressive	Past Perfect Progressive	Future Perfect Progressive
I <u>have been playing</u> tennis for ten years.	I <u>had been playing</u> tennis for three years before I moved to the United States.	I <u>will have been playing</u> tennis for over three hours by the time you arrive.

**Preposition**: tells where objects are; at, from, under, with, behind, on, in, beneath, etc...

**Prepositional Phrase**: A phrase that describes the location or the relation of the subject of the sentence.

He was a big man, says the size of his shoes on a pile of broken dishes by the house.

“on” is the preposition

“on a pile of broken dishes by the house” is the prepositional phrase

**“BE” Verbs  
or  
State of Existence Verbs**

<b>am</b>	<b>been</b>
<b>are</b>	<b>being</b>
<b>is</b>	<b>be</b>
<b>was</b>	
<b>were</b>	

**Don’t forget about the “BE” verbs hidden in these contractions:**

<b>I’m</b>	<b>it’s</b>
<b>he’s</b>	<b>isn’t</b>
<b>we’re</b>	<b>aren’t</b>
<b>you’re</b>	

**Helping Verbs <sup>(23)</sup>**

<b>am</b>	<b>will</b>
<b>are</b>	<b>can</b>
<b>is</b>	
<b>was</b>	
<b>were</b>	
<b>been</b>	
<b>being</b>	
<b>be</b>	
<b>have</b>	
<b>has</b>	
<b>had</b>	
<b>do</b>	
<b>did</b>	
<b>does</b>	
<b>could</b>	
<b>should</b>	
<b>would</b>	
<b>may</b>	
<b>might</b>	
<b>must</b>	
<b>shall</b>	

## **PREPOSITIONS**

aboard, about, above, across, adjacent, after, against, ahead of, along, amid, amidst, among, around, as, as far as, as of, aside from, at, athwart, atop, barring, because of, before, behind, below, beneath, beside, besides, between, beyond, but, by, by means of, circa, concerning, despite, down, during, except, except for, excluding, far from, following, for, from, in, in accordance with, in addition to, in case of, in front of, in lieu of, in place of, in spite of, including, inside, instead of, into, like, minus, near, next to, of, off, on, on account of, on behalf of, on top of, onto, opposite, out, out of, outside, over, past, plus, prior to, regarding, regardless of, save, since, than, through, till, to, toward, towards, under, underneath, unlike, until, up, upon, versus, via, with, with regard to, within, without

## **Coordinating Conjunctions**

,for  
,and  
,nor  
,but  
,or  
,yet  
,so

## **Some Common Conjunctive Adverbs**

;also,  
;however,  
;otherwise,  
;consequently,  
;indeed,  
;similarly,  
;finally,  
;likewise,  
;then,  
;furthermore,  
;moreover,  
;therefore,  
;hence,  
;nevertheless,  
;thus,  
;nonetheless,

***Some Common Subordinating Conjunctions***

*as*

*after*

*although*

*as if*

*because*

*before*

*even if*

*even though*

*if*

*if only*

*rather than*

*since*

*that*

*though*

*unless*

*until*

*when*

*where*

*whereas*

*wherever*

*whether*

*which*

*while*

# Kinds of Sentences and Their Punctuation

A sentence may be one of four kinds, depending upon the number and type(s) of clauses it contains.

## Review:

An **independent clause** contains a subject, a verb, and a complete thought.

### Example:

*I wrote my first novel last year.*

A **dependent clause** contains a subject and a verb, but **no complete thought**.

### Example:

*after I wrote my first novel last year*

1. A **SIMPLE SENTENCE** has one independent clause.

### Examples:

*Tom reads novels.*

*Tom reads newspapers.*

*Tom reads novels and newspapers. (compound direct object)*

*Tom reads and enjoys novels. (compound verb)*

*Tom and Harry read novels. (compound subject)*

*Tom and Harry read and enjoy novels and newspapers.  
(compound subject, verb, direct object)*

Punctuation note: NO commas separate **two** compound elements (subject, verb, direct object, indirect object, subjective complement, etc.) in a simple sentence.

2. A **COMPOUND SENTENCE** has two independent clauses joined by

- A. a coordinating conjunction (*for, and, nor, but, or, yet, so*),
- B. a conjunctive adverb (e.g. *however, therefore*), or
- C. a semicolon alone.

**Examples** (to match A, B, and C above):

- A. *Tom reads novels, **but** Jack reads comics.*
- B. *Tom reads novels; **however**, Jack reads comics.*
- C. *Tom reads novels; his friend reads comics.*

**Punctuation patterns** (to match A, B, and C above):

- A. Independent clause,        coordinating conjunction    independent clause.
- B. Independent clause;        conjunctive adverb, independent clause.
- C. Independent clause;        independent clause.

3. A **COMPLEX SENTENCE** has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.

**Examples:**

- A. *Although Tom reads novels, Jack reads comics.*
- B. *Jack reads comics although Tom reads novels.*
- C. *Jack Smith, who reads comics, rarely reads novels.*
- D. *People who read comics rarely read novels.*

**Punctuation patterns** (to match A, B, C and D above):

- A. Dependent clause, independent clause
- B. Independent clause dependent clause
- C. Independent, nonessential dependent clause, clause.
- D. Independent essential dependent clause clause.



4. A **COMPOUND-COMPLEX SENTENCE** has two independent clauses joined to one or more dependent clauses.

**Examples:**

While Tom reads novels, Jack reads comics, but Sam reads only magazines.

dependent clause      independent clause      independent clause

Tom reads novels, but Jack reads comics because books are too difficult.

independent clause      independent clause      dependent clause

Jack, who reads comics, rarely reads novels; however, Tom enjoys novels.

dependent clause      independent clause      independent clause

People who read comics rarely read novels; they often find books difficult.

dependent clause      independent clause      independent clause

Punctuation patterns:

Follow the rules given above for compound and complex sentences.  
A compound-complex sentence is merely a combination of the two.

**CONNECTORS--COMPOUND AND COMPLEX SENTENCES**

Two independent clauses may be joined by

1. Coordinating conjunctions (FANBOYS) **Ic, and ic**
2. Conjunctive adverbs **Ic; therefore, ic.**

A dependent (subordinate) clause may be introduced by

1. Subordinating conjunctions (ADVERB CLAUSE) **Dc, ic. or Ic dc.**
2. Relative pronouns (ADJECTIVE CLAUSE) **I, dc, c. or I dc**  
**c.**
3. Relative pronoun, subordinating conjunctions, or adverbs (NOUN CLAUSE)

## RULES FOR PUNCTUATING DIALOG

1. Each time a new character speaks, a new paragraph should begin.

2. Everything a character says should be in quotation marks.

3. Use a comma to separate an explanatory phrase from the quotation. Place it outside the opening quotation marks, but inside the closing quotation marks.

example: Jack said, "Jill, let's go up the hill."  
"We need a pail of water," Jack said.

4. Place an exclamation point, question mark, or period inside the closing quotation mark except when questioning or exclaiming about a quote.

example: "Don't fall down the hill!" Jill exclaimed.  
Jill asked, "Jack, did you break your crown?"  
Jack replied, "Of course not, Silly."

## 5 Reasons to Separate a Paragraph

1. change in speaker
2. change in setting
3. change in subject
4. change in time
5. change in person doing the verb

## SPELLING RULES

### 1. FLOSS RULE

A base word of one syllable ending in (f), (l), or (s) after one short vowel sound regularly ends in ff, ll, or ss.

ex. puff, nill, floss, kiss, bill

### 2. CHANGE THE BABIES NOT THE BOYS RULE.

A base word ending in y after a consonant changes y to i before any suffix except one beginning with i.

ex. baby + es= babies

copy + ed= copied

(boy does not change because there is a vowel before y, not a consonant.)

### 3. DROPPING RULE

A base word ending in silent e drops e before a suffix beginning with a vowel.

ex. hope + ing= hoping

complete + ing = completing.

### 4. DOUBLING RULE

When a base word ends in one vowel, one consonant, and one accent, double the final consonant when adding a vowel suffix.

ex. run + ing = running

begin + ing = beginning

### 5. RABBIT RULE

One medial consonant sound immediately after a short vowel in a two syllable base word is spelled with double consonants.

ex. lesson, puppet, letter, button, better, rubber

The consonant in a consonant-le final stable syllable doubles immediately after a short vowel in a two syllable word.

ex. little, puddle, hassle, nibble

## Reliable Patterns for Spelling

There are reliable patterns in English. Knowledge of these patterns can help students choose the best spelling when there is more than one frequent spelling of a sound. These best bet spellings work most of the time.

### I. When do you use k to spell the (k) sound, and when do you use c?

Before e, i, or y, use k.

<u>keep</u>	<u>sketch</u>
<u>kept</u>	<u>skill</u>
<u>kiss</u>	<u>skit</u>
<u>king</u>	<u>sky</u>

Before a, o, u, or any consonant, use c.

<u>cap</u>	<u>locate</u>
<u>cat</u>	<u>scope</u>
<u>cup</u>	<u>act</u>
<u>cramp</u>	<u>include</u>
<u>clap</u>	<u>scrap</u>

Exceptions: *kangaroo, koala, skate, skunk*

### II. When do you use ck to spell the final (k) sound, and when do you use k?

After a short vowel in a one syllable base word, use ck.

<u>pick</u>	<u>sock</u>
<u>luck</u>	

After two vowels or a consonant, use k.

<u>peak</u>	<u>desk</u>
<u>book</u>	<u>milk</u>

### III. When do you use tch to spell the (ch) sound in final position, and when do you use ch?

After a short vowel in a one syllable base word, use tch.

<u>match</u>	<u>sketch</u>
<u>etch</u>	<u>catch</u>
<u>blotch</u>	<u>witch</u>
<u>pitch</u>	<u>hutch</u>
<u>Dutch</u>	<u>Scotch</u>

After everything else, use ch.

<u>crunch</u>	<u>lunch</u>
<u>speech</u>	<u>pooch</u>
<u>poreh</u>	<u>pouch</u>
<u>couch</u>	<u>starch</u>
<u>mulch</u>	<u>inch</u>

Exceptions: *which, rich, much, such*

### IV. When do you use dge to spell the final (j) sound, and when do you use ge?

After a short vowel in a one syllable base word, use dge.

<u>badge</u>	<u>edge</u>
<u>ridge</u>	

After everything else, use ge.

<u>large</u>	<u>huge</u>
<u>change</u>	

### V. When do you use oi to spell the (oi) sound, and when do you use oy?

In initial or medial position, use oi.

<u>oil</u>	<u>joint</u>
<u>ointment</u>	<u>coil</u>
<u>point</u>	<u>appoint</u>
<u>coin</u>	<u>boil</u>

In final position, use oy.

<u>joy</u>	<u>enjoy</u>
<u>toy</u>	<u>employ</u>
<u>boy</u>	<u>destroy</u>
<u>ploy</u>	<u>decoy</u>

Exceptions: *royal, loyal, oyster.*

### VI. When do you use ou to spell the (ou) sound, and when do you use ow?

In initial or medial position, use ou.

<u>out</u>	<u>found</u>
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In final position, use ow.

<u>cow</u>	<u>brow</u>
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## **Singular to Plural Noun Guide Rules**

*A singular noun* names one person, place, or thing.

*A plural noun* names more than one person, place, or thing.

- 1. Add *-s* to most words to make them plural.**

example: dog = dogs

- 2. Add *-es* to form plural of nouns that end in *ss*, *x*, *ch*, or *sh*.**

example: box = boxes

example: glass = glasses

example: beach = beaches

example: brush = brushes

- 3. If a noun ends in a consonant and *-y*, change the *-y* to *-i* and add *es* to form the plural.**

example: fly = flies

- 4. If a noun ends in *-f*, change the *-f* to a *-v* and add *-es*.**

example: calf = calves

## **Singular to Plural Noun Guide Rules**

*A singular noun* names one person, place, or thing.

*A plural noun* names more than one person, place, or thing.

- 5. Add *-s* to most words to make them plural.**

example: dog = dogs

- 6. Add *-es* to form plural of nouns that end in *ss*, *x*, *ch*, or *sh*.**

example: box = boxes

example: glass = glasses

example: beach = beaches

example: brush = brushes

- 7. If a noun ends in a consonant and *-y*, change the *-y* to *-i* and add *es* to form the plural.**

example: fly = flies

- 8. If a noun ends in *-f*, change the *-f* to a *-v* and add *-es*.**

example: calf = calves